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IDENTIFIERS	Brain Development; Phonological Awareness; Shared Reading

ABSTRACT

This handbook brings together leading authorities to provide a comprehensive account of current knowledge in the early literacy field. The chapters are: (1)"Introduction" (Neuman and Dickinson); (2) "Emergent Literacy: Development from Prereaders to Readers" (Whitehurst and Lonigan); (3) "A Sociocultural Perspective on Early Literacy Development" (Gee); (4) "Literacy and Oral Language" (Watson); (5) "Some Theoretical and Methodological Considerations in Studying Literacy in Social Context" (Pellegrini); (6) "Alphabetic Anxiety and Explicit, Systematic Phonics Instruction" (Adams); (7) "Brains, Genes, and Environment in Reading Development" (Olson and Gayan); (8) "Connecting Early Language and Literacy to Later Reading (Dis)abilities" (Scarborough); (9) "Early Phonological Development and the Acquisition of Literacy" (Goswami); (10) "Writing and Children's Symbolic Repertoires" (Dyson); (11) "Invented Spelling, Phonemic Awareness, and Reading and Writing Instruction" (Richgels); (12) "Young Bilingual Children and Early Literacy Development" (Tabors and Snow); (13) "Joint Caregiver-Child Storybook Reading: A Route to Literacy Development" (Bus); (14) "Early Language and Literacy Skills in Low-Income African American and Hispanic Children" (Vernon-Feagans, Hammer, Miccio, and Manlove); (15) "Making Schools Work for Low-Income Families in the 21st Century" (Goldenburg); (16) "The Complex Interplay between Biology and Environment: Otitis Media and Mediating Effects on Early Literacy Development" (Roberts and Burchinal); (17) "Early Literacy and Developmentally Appropriate Practice: Rethinking the Paradigm" (New); (18) "The Nature and Impact of Early Childhood Care Environments on the Language and Early Literacy Development of Children from Low-Income Families" (Dickinson and Sprague); (19) "Environment and Its Influences for Early Literacy Teaching and Learning" (Roskos and Neuman); (20) "Emergent Literacy Skills, Early Instruction, and Individual Differences as Determinants of Difficulties in Learning To Read: The Case for Early Intervention" (Vellutino and Scanlon); (21) "Early Intervention for African American Children Considered To Be at Risk" (Strickland); (22) "Teaching Phonics and

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Phonological Awareness" (Stahl); (23) "Literature-Based Instruction in the Early Years" (Morrow and Gambrell); (24) "The Texts of Beginning Reading Instruction" (Hiebert and Martin); (25) "Early Literacy Development: The Case for 'Informed Assessment'" (Johnston and Rogers); (26) "Assessing the Literacy of Young Children: The Case for Multiple Forms of Evidence" (Salinger); (27) "Preschool Education for Economically Disadvantaged Children: Effects on Reading Achievement and Related Outcomes" (Barnett); (28) "Intergenerational Family Literacy: Concepts, Research, and Practice" (Wasik, Dobbins, and Herrmann); (29) "The Complex World of One-on-One Tutoring" (Invernizzi); and (30) "Title 1 and Special Education: Support for Children Who Struggle To Learn To Read" (McGill-Franzen and Goatley). (Each chapter contains references.) (KB)

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